DOCUMENT RESUME

ED 377 971 PS 022 896

AUTHOR Bender, David S.; And Others
TITLE After-School Tutoring Program.
PUB DATE Nov 94
NOTE 53p.; Paper presented at the Annual Conference and Exhibit of the National Middle School Association (21st, Cincinnati, OH, November 3-6, 1994).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Academic Achievement; Elementary School Students; Extracurricular Activities; Higher Education; *High Risk Students; High Schools; High School Students; Homework; Individual Instruction; Intermediate Grades; Junior High School Students; Middle Schools; Models; Program Descriptions; Program Evaluation; Student Evaluation; Student Improvement; Student Motivation; *Tutorial Programs; *Tutoring; Tutors
IDENTIFIERS Middle School Students; Pennsylvania; *Pottstown Homework Center Partnership PA; Program Characteristics; Tutor Training

ABSTRACT

This paper describes the history, characteristics, program model, activities, and evaluation results of the Pottstown Homework Center Partnership project, in Pottstown County, Pennsylvania. The goal of the program is to initiate homework centers and train volunteer tutors from the community to support the at-risk middle students by providing individual assistance after school. The student population consists of at-risk students in sixth, seventh, and eighth grades. Tutors for the program are drawn from the undergraduate college, a pharmaceutical company, and from among high school students who were previously tutees in the project. The tutoring model provides techniques to recruit community members, teaching materials, and information on various tutoring activities including tutoring times and sites, field trips, physical activities and refreshments, tutee rules, rewards and discipline, annual celebration, and communication between tutors and students. The project director and coordinator of tutoring administer the program. Evaluation of the program is conducted by comparing the grade point averages of participants and non-participants for the first and second halves of the academic year. The results of the program's second- and third-year evaluations confirm an increase in the achievement of students who participated on a regular basis. (Four appendices include correspondence, a course outline, tutoring kit supplies, letters to parents, student and tutor handbooks, and materials for an annual celebration.) (AP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 377 971

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

AFTER-SCHOOL TUTORING PROGRAM

DAVID S. BENDER
PENN STATE UNIVERSITY
P. O. BOX 7009
READING, PA 19610-7009

GEORGE GIOVANIS
POTTSTOWN MIDDLE SCHOOL
FRANKLIN AND EAST STREETS
POTTSTOWN, PA 19464

MARY MAZZONI
WILSON SCHOOL DISTRICT
2601 GRANDVIEW BOULEVARD
WEST LAWN, PA 19609

PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY
David S. Bender
TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

PRESENTATION AT NATIONAL MIDDLE SCHOOL ASSOCIATION

21ST ANNUAL CONFERENCE & EXHIBIT

NOVEMBER 3 - 6, 1994
CINCINNATI, OHIO

PS 022896

BEST COPY AVAILABLE

POTTSTOWN HOMEWORK CENTER PARTNERSHIP

TABLE OF CONTENTS

PROGRAM DESCRIPTION

Student Population
Tutoring Model
Staffing
Integration into K-12 Curriculum
Assessment/Evaluation

APPENDICES

Appendix A. Communications

Letter to previous year's tutors.
Flyer distributed in community
Letter to service club presidents
Tutor Newsletter--"News Flash"

Appendix B. Course outline for training tutors

Appendix C. Tutoring kit supplies

Appendix D. Letters/cards to parents

Appendix E. Handbooks

Tutor Handbook
Student Handbook

Appendix F. Annual Celebration

Program
Tutor certificate
Student certificate

POTTSTOWN HOMEWORK CENTER PARTNERSHIP

The goal of the Pottstown Homework Center Partnership, a joint program of Penn State Berks Campus, the Tri-County Chamber of Commerce, Pottstown YWCA and YMCA, and the Pottstown School District, was to initiate homework centers and train volunteer tutors from the community to support the at-risk Pottstown Middle School students with individualized after school assistance.

The program began as a three year project funded by the Pennsylvania Department of Labor and Industry as part of the Pennsylvania Literacy Corps operating under the direction of PennSERVE: The Governor's Office of Citizen Service. The project has continued beyond the completion of the initial three-year PennSERVE grant with funding from various sources including the Pottstown School District, a U. S. Department of Education Student Literacy Corps grant (1993 - 1994), the Montgomery County Foundation (1993 - 1994), and several private corporations.

Volunteers from the community enrolled in a three-credit course Focus on Volunteers, with tuition paid for by the grant. The individuals enrolled in the college class attended class once a week and were required to perform 40 hours of volunteer tutoring over the semester. The course was first offered during the spring 1991 semester. The corps of tutors now includes individuals who earlier completed the course and have continued to tutor, public and private high school students, community members who participated in non-credit training workshops, and employees from local companies. In addition, high school students who themselves were formerly tutored in the middle school are now returning to the program as tutors.

STUDENT POPULATION

Pottstown, Pennsylvania has the following current characteristics:

--Students receiving Chapter 1 services -- 40%.

--43.3% of the students receive free and reduced lunch.

--34% of students live in poverty, according to the PA Department of Education.

--17% of the families in the district receive Aid to Families with Dependent Children.

--23% of eighth-graders tested below the cutoff score on the reading component of the Test for Essential Learning and Literacy Skills (TELLS)(1989).

--30% of eighth-graders scored below the cutoff score on the

mathematics component of TELLS.

At-risk middle school (sixth, seventh and eighth grades) students comprise the target population of this current program. More specifically, students were considered at-risk if:

--they were in Chapter I programs before entering the middle school.
--they were below the cutoff scores on TELLS.
--they had grades of "D" or "F".
--they were one year or more below grade level.

These characteristics established the highest priority for participation. These guidelines were used because middle school students do not receive Chapter I remedial services and, despite the high proportion of students scoring below the cutoffs on the TELLS tests, no funds were available after 1990 for individualized help.

After the students with significant basic skills deficiencies were accommodated, then teacher referrals were considered along with parental requests for inclusion in the program.

TUTORING MODEL

The initial group of tutors were community members from the general population. As the program developed, tutors came from the traditional undergraduate college population, a private boarding school, Pottstown High School, and, most recently, a pharmaceutical company. A recent addition to the pool of tutors are high school students *who were previously tutees in the project*.

Techniques to recruit community members included (Appendix A):

A. Interview of project staff on community access radio and television.
B. Company, community agency and school district newsletters.
C. Flyers in bookstores, libraries, and malls
D. Flyers sent home to parents of all students in district.
E. Talks by staff to community groups.

Additional techniques being considered for recruitment are:

A. Newspaper insert -- paid for by a business.
B. Public service announcement on radio or television.
C. Inserts with utility bills.

Individuals were invited to enroll in a 15 week, 3-credit undergraduate college course entitled, Literacy: Focus on Volunteers, during the first three years of the program. During this time period, the state grant paid the tuition of the students in exchange for their attendance at 37 1/2 hours of training and a 40-hour commitment to tutoring. Tutors could also attend a six-hour non-credit workshop to learn tutoring skills if they did not want college credit. After the initial grant ended, non-credit workshops were held to train tutors.

A course outline can be found in Appendix B. The goal of the course was to provide a theoretical background for the tutors as well as to furnish practical advice for the tutoring relationship. In the future, role playing and videotaping are to be included in the course to further enhance the training.

Materials

A tutor handbook (Appendix E-1) was written and distributed to each tutor. Each tutor was given a tutor kit, that is, a bag of stationary supplies (Appendix C). In addition, dictionaries, educational games, mathematics manipulatives, and children's novels were purchased for each site.

Site Activities

A. Tutoring

During the first year of the program, tutors were matched up with 4 or 5 tutees. This was a result of the large number of children wanting to participate and the belief that small group assistance would be appropriate. However, the tutors felt that they could be more effective with a smaller number of children. Thus, in the succeeding years of the program, only one or two children were assigned to a tutor.

B. Tutoring Times and Sites

Reflecting the partnership that began this project, the tutoring took place at three sites: Pottstown Middle School, YWCA, and YMCA.

Monday and Wednesday at YMCA -- 6:00 p.m. - 7:30 p.m.
Monday and Wednesday at YWCA -- 4:00 p.m. - 5:30 p.m.
Tuesday and Thursday at Pottstown Middle School -- 6:00 p.m. -7:30 p.m.
Saturday at Middle School -- 9:00 a.m.- Noon

C. Field trips

Out-of-school trips are planned to museums with the goals of:

1. Rewarding students for participation in the homework centers.
2. Increasing the type of learning experiences for at-risk students.
3. Providing non-academic context for students to interact with tutors.

D. Physical Activities and Refreshments

In considering the age of the tutees and the time of the tutoring, breaks were often appropriate. The tutors supervised occasional physical activity for the students. In addition, refreshments were served at times. The parent-teacher organization, tutors, and local businesses provided refreshments.

E. Tutee Rules, Rewards, and Discipline

Tutees received a handbook (see Appendix E-2) to explain the guidelines for their participation in the homework centers. In addition, a reward system was established for good attendance. Students could receive free pool passes to the YMCA for good attendance. On the other hand, students who missed too many sessions or who did not conform to the behavior guidelines were asked to leave the program. Children from the waiting list were then invited to participate.

F. Annual celebration

A late-afternoon celebration is held near the end of school each year to recognize the efforts of the students and tutors. Tutors, students, school staff, and members of the sponsoring agencies are invited to participate in this activity which includes the distribution of certificates to students and tutors. Appendix F contains the program distributed at the celebration along with sample certificates. The room is decorated with balloons, and pizza and refreshments are served. In addition, a local company provides a science show for the participants.

G. Communications

The coordinator of tutoring and the tutors developed a system of communications with the tutees' teachers using assignment books. The students were to show the tutors their assignment books to avoid the problem of saying that they did not have any homework. In addition, the teachers could also make notes to the tutors in this way.

Appendix C contains examples of written communications with parents. The postcard system shown in C provided feedback to the parents regarding their children's attendance.

STAFFING

The project director had the following responsibilities to administer the program:

A. Develop interagency connections and establish advisory board.
B. Develop structure of program.
C. Supervise and provide support for coordinator of tutoring.
D. Maintain communications with school and district personnel.
E. Work with newspapers and other media for publicity.
F. Contact sources for private funding.
G. Develop methods of recruiting tutors and do followup.
H. Develop roles for staff and revise their responsibilities as program develops.
I. Obtain instructor for college course.
J. Develop and revise tutor and tutee handbooks.
K. Supervise coordinator of tutoring
L. Develop schedule of tutoring and coordinate staff with sites.
M. Develop and manage annual celebration.

The project director needed approximately 20 hours per week during the first year of the program to accomplish the goals listed above. Five to ten hours were needed in the following years to supervise the program.

A coordinator of tutoring was hired to supervise the tutoring sites and collect data. The specific responsibilities of this position are:

A. Coordinate scheduling of students and tutors.
Assign children and tutors to tutoring sites and appropriate times, serve as contact person for tutors who are unable to attend the assigned tutoring time, and arrange for substitute tutors.

B. Maintain attendance records of students and tutors.
Collect attendance data and tabulate for annual reports.

C. Communication with middle school teachers regarding students' assignments and progress.
Obtain information from teachers regarding upcoming tests and long-term assignments. Check on each student's progress.

D. Provide tutors with suggestions about tutoring techniques and resource materials.

E. Supervision of site.
Ensure that a positive, productive context exists.
Assist in management of students and discipline.

F. Communicate program problems and suggestions to the project director and school administrators.

G. Compile data for program evaluation.
Collect students' grades.

H. Supervise field trips and assist in annual celebration.

I. Maintain communication with staff, tutors, agencies, and advisory board. Compile a monthly newsletter (Appendix A).

J. Be alert to opportunities for publicity.

K. Assess need to update student and tutor manuals and make recommendations for modifications.

The advisory board has also explored the technique of having experienced tutors provide supervision to new tutors. Having tutors who have had at least one year of tutoring monitor the sites could therefore reduce the funds needed for supervision with the paid coordinator of tutoring.

INTEGRATION INTO A K-12 CURRICULUM

During the first year of the program when tutors were working with several tutees at one time, peer tutoring among the middle school tutees was encouraged. While this is not currently being done because each tutor now has only one or two tutees, we see cooperative learning as an effective activity to encourage learning in the homework centers.

Beginning with the 1993 - 1994 school year, students from Pottstown High School became tutors in the program. This additional aspect of service learning will continue to be developed. But perhaps an even more exciting development was the participation as tutors of students who had previously attended the homework centers as tutees. This latter group represents an interesting approach to having program tutee alumni as role models to children who are similar to them.

ASSESSMENT/EVALUATION

COMMENTS BY CHILDREN WHO WERE TUTORED

Since numbers do not necessarily convey the impact that the

tutoring had on the children who received the services, a sample of the middle school students comments:

"The people in the tutoring program are very caring. I am doing much better since I am in the program. I owe them a lot of thanks."

"The tutoring program is good. The tutors help us with things we have problems with."

"It helped me improve in my work extremely well. It helps me a lot."

"It's just wonderful to learn lots of things. Sometimes I hate coming but I still come because I enjoy it."

"In Social Studies I had a D and now I'm working on an A."

"I've been in the tutoring program for about 4 weeks. My grades have gone up dramatically! The tutoring program is an enjoyable way to do your work."

YEAR ONE ACHIEVEMENT

The program began in January 1991. Students only attended sessions during the second half of the school year. The grades of participants and non-participants were compared for the first and second halves of the academic year to determine whether attendance improved students' achievement.

Ninety-nine students came at least once to a tutoring session, 43 attended 8 to 15 sessions, and 18 students came at least 16 times for an average of once a week.

The following table compares the grade point average for students who never attended with those of various levels of participation. The quarter grades of language arts, mathematics, social studies, and science were averaged together for the first and second quarters to obtain a base for the first half of the year before tutoring began. A similar computation was made to obtain a grade average for the second half of the year using third and fourth quarter grades.

	YEAR ONE			
	Control Group (No Sessions)	Low Participation (1-7 Sessions)	Moderate Participation (8-15 Sessions)	High Participation (16 or more Sessions)
First Half Grade Avg.	2.40	1.62	1.54	1.44
Second Half Grade Avg.	2.18	1.36	1.56	1.75
Direction of Change	Decline	Decline	None	Increase
Significance of Difference	p<.001	p<.01	N.S.	p<.05

INTERPRETATION - YEAR ONE

Grades for the first half of the year verify that participants were the weaker students at the middle school. It was the intent of this program to recruit these students. Both the control group (non-participants) and the low participation group experienced a significant decline in grades over the academic year. The achievement of the mid-range participants (attending between 8 and 15 sessions) remained stable over the year. In contrast, the high participation group (those attending an average of at least once per week), demonstrated a significant increase in average grades over the year. **These results indicate that the tutoring program can be successful for those students who are willing to commit themselves to regular attendance.**

YEARS TWO AND THREE ACHIEVEMENT

The program ran for the complete academic year during years two and three of the project. To assess the effectiveness of participation during this period, a comparison was made of the first and fourth quarter grades, in addition to the previous method of contrasting grades for the first and second halves of the academic year. Grades for participants and non-participants were compared to determine whether attendance would improve the students' achievement. In years two and three, 34 students attended between 16 and 31 sessions in a single year period, and another 34 students came at least 32 times over a year period.

The following table compares the grade point average for students who never attended with those of various levels of

participation. The quarter grades of language arts, mathematics, social studies and science were averaged together to obtain a measure of achievement. Furthermore, the quarters were combined to obtain averages for the first and second halves of the year. Levels of participation were defined based on the program lasting for the entire year.

YEARS TWO AND THREE

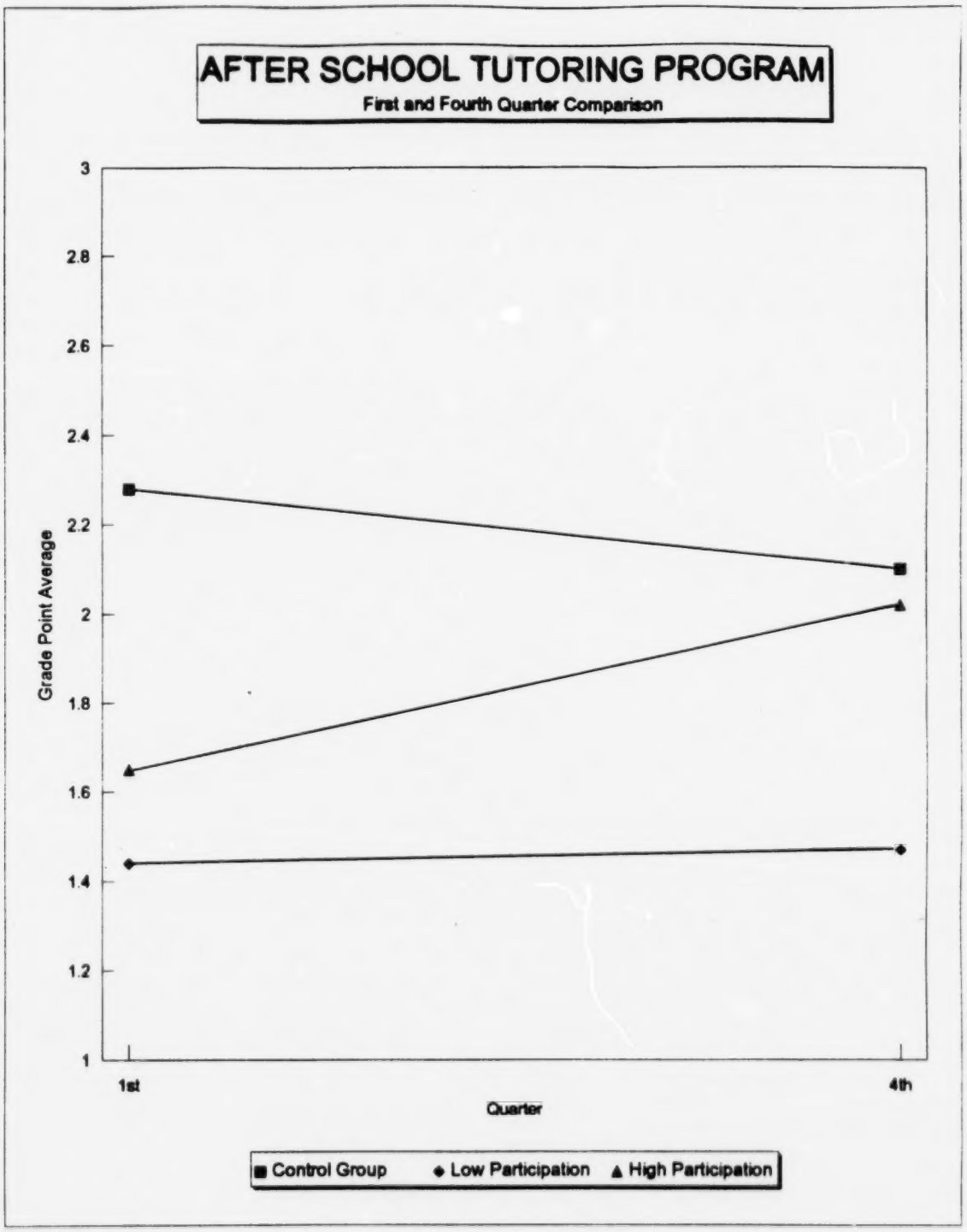
	Control Group (No Sessions)	Low Participation (16 - 31 Sessions per year)	High Participation (32 or more Sessions per year)
First Quarter Grade Avg.	2.28	1.44	1.65
Fourth Quarter Grade Avg.	2.10	1.47	2.02
Direction of Change	Decline	None	Increase
Significance of Difference	$p<.005$	N.S.	$p<.005$
First Half Grade Avg.	2.23	1.43	1.77
Second Half Grade Avg.	2.12	1.48	1.95
Direction of Change	Decline	None	Increase
Significance of Difference	$p<.01$	N.S.	$p<.05$

INTERPRETATION AND CONCLUSIONS - YEARS TWO AND THREE

The results of the second and third years of the tutoring program confirm the findings of the initial year in demonstrating an increase in the achievement of students who participate on a regular basis. The pattern is similar whether grades are compared for beginning and ending quarters of the academic year

or for first and second halves of the school year. We again find that students who never participated in the program declined in grades over the year. The low-level participants (averaging less than weekly attendance) had no change in their achievement. In contrast, the achievement of the high participation group (those who came an average of at least once a week), significantly improved over the year on both time period comparisons. **The graph which follows displays these results. As with the first year, those students who are committed to attending the program on a regular basis improve their academic performance.**

The data collection is continuing so that analyses will be done on the performance of tutees after they leave the program.


AFTER SCHOOL TUTORING PROGRAM
First and Fourth Quarter Comparison
Grade Point Average
3
2.8
2.6
2.4
2.2
2
1.8
1.6
1.4
1.2
1
1st
4th
Quarter
Control Group
Low Participation
High Participation

APPENDIX A

(FALL LETTER SENT TO PREVIOUS YEAR'S TUTORS)

August 31, 1992

Hope you've had a wonderful summer! As Labor Day approaches, we're getting ready for the new school year and the start of this year's Middle School Tutoring Program.

YOU HELPED THE CHILDREN IN SO MANY WAYS LAST YEAR, AND WE HOPE THAT YOU'LL BE RETURNING TO THE PROGRAM THIS YEAR.

WE'D LIKE TO INVITE YOU TO A GET-TOGETHER:

THURSDAY SEPTEMBER 10
6:30PM - 8:30PM
POTTSTOWN YMCA

We'll have refreshments, and we'll ask for your suggestions about how the program can be improved. We've obtained exciting learning materials that can be used to help children learn concepts such as fractions, decimals, vocabulary, etc. These learning materials will be on hand, and we can have fun practicing with them together.

We hope that you can join us for a pleasant evening.

THE 1992-1993 TUTORING SCHEDULE IS:

MONDAY/WEDNESDAY	4:00pm - 5:30pm	POTTSTOWN YWCA
MONDAY/WEDNESDAY	6:00pm - 7:30pm	POTTSTOWN YMCA
TUESDAY/THURSDAY	6:00pm - 7:30pm	MIDDLE SCHOOL
SATURDAY	9:00am - NOON	MIDDLE SCHOOL

Tutoring will begin Monday, October 2.

There are many children who would like to participate in the program, but the number of children we enroll will be limited by the number of tutors who volunteer.

YOU CAN HELP US PLAN FOR THE PROGRAM IN TWO IMPORTANT WAYS:

1. **PLEASE LET US KNOW YOUR PLANS BY SEPTEMBER 11**

We hope you'll return this year. You can let us know the day(s) you'd like to tutor by either:

-completing the enclosed form and returning it in the postage paid envelope, or

-giving me a call at 1-800-237-5723.

If you let us know your plans by September 11, we'll know how many children to schedule for each tutoring session.

2. **PLEASE SPREAD THE WORD ABOUT THE TUTORING PROGRAM**

Do you know anyone who would like to join the program as a volunteer tutor this year? If you do, please ask them to give me a call at 1-800-237-5723.

Feel free to invite guests to the September 10 Get-Together, it will be a good opportunity for potential tutors to learn more about the program.

Terri Russo will be conducting a two-session training workshop for new volunteers on October 6 and 20 from 6:30pm-8:30pm at the Pottstown YMCA.

Do you have suggestions about ways for us to recruit new tutors? Please give me a call at 1-800-237-5723. Your suggestions are very important to us!

Thank you for all you've done for the children, I look forward to seeing you soon.

Sincerely,

Mary D. Mazzoni

TUTOR REPLY FORM

TUTOR NAME_____ **PHONE**_____

1. **SEPTEMBER 10 GET-TOGETHER**

   I will attend_____ **I cannot attend**_____
   I will bring _____ **guest(s)**

2. **I WOULD LIKE TO TUTOR ON THE FOLLOWING DAY(S) THIS YEAR**

   DAY(S)_____
   TIMES _____
   LOCATION_____

3. **I WOULD LIKE TO SPREAD THE WORD ABOUT THE TUTORING PROGRAM**

   _____ **PLEASE SEND ME FLYERS ABOUT THE UPCOMING TRAINING WORKSHOP SO I CAN DISTRIBUTE THEM TO POTENTIAL VOLUNTEERS**

4. **COMMENTS/QUESTIONS/SUGGESTIONS:**

_____

_____

_____

THANK YOU FOR YOUR HELP!

APPENDIX A

THE POTTSTOWN HOMEWORK CENTER PARTNERSHIP

WE'RE HELPING CHILDREN TO SUCCEED JOIN US!

YOU CAN MAKE A REAL DIFFERENCE IN THE LIVES OF CHILDREN:

- JOIN A TEAM OF CARING VOLUNTEERS
- LEARN TUTORING TECHNIQUES
- ENCOURAGE AND EMPOWER CHILDREN WHO ARE STRUGGLING IN SCHOOL
- CHOOSE A WEEKDAY EVENING OR SATURDAY MORNING VOLUNTEER SCHEDULE THAT'S CONVENIENT FOR YOU

MORE CHILDREN THAN EVER BEFORE ARE SEEKING HELP - BECOME INVOLVED!

****

FREE TRAINING WORKSHOP

TUESDAY OCTOBER 26 AND NOVEMBER 9, 1993

6:30pm - 8:30pm
POTTSTOWN YMCA

****

CALL MARY MAZZONI
PENN STATE BERKS CAMPUS

1-800-237-5723

THE POTTSTOWN HOMEWORK CENTER PARTNERSHIP IS A COLLABORATIVE EFFORT OF PENN STATE, THE POTTSTOWN SCHOOL DISTRICT, THE TRI-COUNTY CHAMBER OF COMMERCE, THE POTTSTOWN YWCA AND YMCA, WITH FUNDING FROM THE U.S. DEPARTMENT OF EDUCATION, THE NATIONAL BANK OF BOYERTOWN, AND THE POTTSTOWN KIWANIS CLUB

YOU CAN EARN FREE PENN STATE CREDITS WHILE HELPING POTTSTOWN MIDDLE SCHOOL STUDENTS SUCCEED

Penn State Berks Campus will offer a tuition-free, three-credit course in Pottstown, beginning in January, 1993. The course, which is entitled "Literacy: Focus on Volunteers", is part of a project funded by PennSERVE (the Governor's Office of Citizen Service). People of all ages and walks of life are encouraged to enroll.

This exciting course combines in-class learning with hands-on experience. The class will meet one evening per week from January until May, 1993. Course participants will also spend time each week volunteering as tutors in the Pottstown Middle School Tutoring Program.

As a participant in the course, you'll develop an understanding of the many different ways in which people learn. You'll also learn practical study skills and teaching techniques that are appropriate for many different ages and learning styles.

As a volunteer tutor, you'll put what you learn into practice as you help struggling middle school students to succeed in school. You'll work with the same three children each week, helping them to improve their study skills and complete their homework assignments. You can choose an evening or Saturday morning tutoring schedule that's convenient for you. A Tutor Coordinator will be on-site to provide you with any support you may need.

Here's a unique chance to continue your own education while making a real difference in children's lives.

DON'T MISS THIS OPPORTUNITY TO HELP YOURSELF WHILE HELPING OTHERS!

FOR MORE INFORMATION CALL:
MARY MAZZONI AT PENN STATE BERKS CAMPUS
1-800-237-5723

The Pottstown Middle School Tutoring Program is a collaborative project of Penn State, the Pottstown School District, Tri-county Chamber of Commerce, Pottstown YWCA and YMCA.

HELP CHILDREN SUCCEED IN SCHOOL!

JOIN THE POTTSTOWN MIDDLE SCHOOL TUTORING PROGRAM

- **JOIN OTHER CARING PEOPLE WHO ARE HELPING CHILDREN HELP THEMSELVES**
- **LEARN TUTORING TECHNIQUES THAT CAN HELP YOUR OWN CHILDREN**
- **CHILDREN WHO WANT TO SUCCEED ARE WAITING FOR YOUR HELP - WEEKDAY AFTERNOONS, EVENINGS OR SATURDAY MORNINGS**

BECOME INVOLVED!

TRAINING WORKSHOP FOR NEW VOLUNTEERS WILL BE HELD JANUARY 28 AND FEBRUARY 11, 1992 FROM 6:30PM TO 9:00 PM AT THE POTTSTOWN YMCA

CALL FOR MORE INFORMATION
PENN STATE BERKS CAMPUS - MARY MAZZONI

1 - 800 - BERKS CE

THE MIDDLE SCHOOL TUTORING PROGRAM IS A COOPERATIVE EFFORT OF PENN STATE, THE POTTSTOWN SCHOOL DISTRICT, THE YWCA, YMCA, AND THE TRI-COUNTY CHAMBER OF COMMERCE - WITH FUNDING FROM PennSERVE - THE GOVERNOR'S OFFICE OF CITIZEN SERVICE.

September, 1993

Dear Service Club President:

We'd like the members of your organization to know about an exciting **FREE WORKSHOP** we are offering in Pottstown. The workshop is designed for volunteers who will serve as tutors for struggling middle school students. However, the workshop is open to **anyone** who wants to learn how to help students succeed in school.

Parents are encouraged to attend so that they can learn techniques for helping their children with schoolwork. Please help us "spread the word" by posting the enclosed flyer and announcing the workshop at your next club meeting.

Over the past three years, Pottstown area service clubs have helped us to recruit volunteers to work with struggling middle school students. Since 1990, more than 300 children have received help from 59 volunteers. We hope to recruit a number of new volunteers this fall, but we also want to attract parents who wish to work with their own children.

Please give me a call at (215) 320-4852 or 1-800-237-5723 if you have any questions about the workshop or tutoring program. Thank you for helping us to inform your club members about this valuable free workshop.

Sincerely,

Mary D. Mazzoni
Continuing Education Representative

Hi Everyone,

I can hardly believe there are only eighteen school days left. So many exciting events have taken place this year.

Everyone had a wonderful time at the Franklin Institute. Thanks again to all who drove!

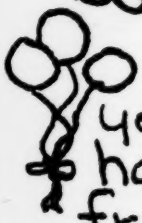
There are a few more events left. On Wednesday, June 8th, Detective Boyle will be our guest speaker. Many of the students know him in school as the Juvenille Officer. But he does have an interesting past. We can all ask our students to write down some questions they would like to ask. Detective Boyle. I will compile a list and present it to him. The 4:00PM session at the YWCA will be cancelled that day and all students and tutors from all sites are

BEST COPY AVAILABLE

invited to come to the YMCA at 6:00P.M. that day. This will be a very enlightning evening!

Thursday, June 9th the Middle School program will be CANCELLED. Many of us will be attending the eighth grade Awards Banquet that evening.

The last days for tutoring will be June 13th and June 14th.



On June 15th will be the end of the year celebration. From 4:00-5:00 we will have a science show. Pizza will be served from 5:00-5:30. Awards will be given out from 5:30-6:00. I hope you can all come This is a fun time for everyone!

We are tentatively planning an end of the year picnic for ALL Tutors and their families only, on June 18th. Details are still being worked out!

I am so thankful to everyone for the best year ever. We have all made many new friends, and you have done a fantastic job in helping to make a difference in the lives of the students. this program would not be a success without YOU!!!

Thank You again!

Anne

KEEP Cool

BEST COPY AVAILABLE

APPENDIX B

SAMPLE COURSE OUTLINE--LITERACY: FOCUS ON VOLUNTEERS

Principles of Tutoring
What are the goals of tutoring?
What is a tutor?
What is the difference between a tutor and an instructor/teacher?

The tutor-student relationship
a. Getting acquainted
b. Establishing guidelines and expectations
Agreement on expectations in terms of tutor and student roles
c. Reviewing assignment and establishing goals
Identifying student's difficulty
d. Assistance with both specific assignment
e. Assistance with general skills
f. Affective component of relationship
g. Good and bad examples of tutor-student relationships

Understanding the Students' Background
a. Knowledge base of students
b. Understanding cultural, age and language diversity
c. Understanding peer, family and community context of learning
d. Personal problems
e. Learning disabilities

Applying Principles of Learning
a. Cognitive, social and psychomotor learning
b. Characteristics of students' level of development
c. Self-esteem and Motivation
d. Learning by doing
e. Establishing relevance
f. Encouraging creativity and critical thinking
g. Learning/cognitive styles
h. Feedback and assessment

Teaching Effective Learning Strategies and Study Skills
Teaching Effective Strategies of Writing, Reading and Listening

Effective Communication
a. Maintaining confidentiality
b. Active listening
c. Praise and encouragement
d. Use of questions

Tutoring Small Groups of Students
a. Cooperative Learning
b. Peer and Cross-age tutoring

Ethics of Tutoring
Handling Problem Situations
Rewards and Growth of Tutor

APPENDIX C

PENN STATE TUTOR KIT

The following materials will be provided to each tutor in a canvas bag:

___Lined Paper
___Plain Paper
___4" X 6" Notecards
___3" X 5" Notecards
  ___ Colored
  ___ White
___Pencils
___Pens
___Markers
___Colored Chalk
___Ruler
___Stickers
___Calculator
___Dictionary
___Glue Stick
___Crayons
___Colored Paper
___Erasers
___Certificates
___Scissors
___Compass
___Protractor
___Pencil Sharpener

___ _____

___ _____

REQUEST FOR TUTORING KIT SUPPLIES

Please supply me with the following replacement items:

Suggestions for other items:

_____ _____
NAME DATE

APPENDIX D

Dear Parent/Guardian:

Volunteer tutors will provide **FREE TUTORING for middle school students** again this year through the POTTSTOWN MIDDLE SCHOOL TUTORING PROGRAM.

If you would like your child, _____ _____ to receive free tutoring, **please complete the permission slip below and mail (or deliver) it to the Middle School office as soon as possible.**

Space in this program is limited. You must send in the permission slip if you want your child to enroll in the program. The first children to return permission slips will be enrolled in the program. If the program is full when we receive your permission slip, your child will be placed on a waiting list and we will notify you when there is an opening.

The tutoring program will begin in September. Tutoring will be held every week at the times and locations listed below. **You will be notified of your child's tutoring time and location** before the tutoring program begins. If you have any questions, please call Anne Gallew, Tutoring Coordinator, at 970-6665. We hope that your child joins the program!

SEND THIS FORM TO THE MIDDLE SCHOOL OFFICE

I give permission for my child, _____, to participate in the Pottstown Middle School Tutoring Program.

I have made a check mark next to ALL the possible times when my child can be available for tutoring:

____ **Mondays and Wednesdays at the YWCA**	**4:00 p.m. - 5:30 p.m.**
____ **Mondays and Wednesdays at the YMCA**	**6:00 p.m. - 7:30 p.m.**
____ **Tuesdays and Thursdays at the Middle School**	**6:00 p.m. - 7:30 p.m.**
____ **Saturdays at the Middle School**	**9:00 a.m. - 11:30 a.m.**

In order to help my child and the program evaluate my child's progress, I give permission for my child to complete surveys at the beginning and end of the program. I also give permission for program staff to evaluate the effect of the program on my child's school progress.

PARENT'S SIGNATURE_____

PARENT'S NAME_____

DAY PHONE_____ **EVENING PHONE**_____

APPENDIX D

(LETTER TO PARENTS)

April 25, 1991

Dear Parents:

We're glad that your child is part of the Middle School Tutoring Program. We would like to tell you about some changes in the program.

POSTCARDS

We want you to know when your child has missed a tutoring session, but we are not able to call you each time your child is absent from tutoring.

Beginning April 29, **WE WILL SEND YOU A POSTCARD EACH TIME YOUR CHILD IS ABSENT FROM A TUTORING SESSION.** You should get the postcard in the mail the day after your child has missed a scheduled tutoring session.

NEW SCHEDULE

We are changing the **MONDAY AND WEDNESDAY TUTORING SCHEDULE.**

THE NEW SCHEDULE IS:

MONDAY AND WEDNESDAY AT THE MIDDLE SCHOOL: 3:00 PM to 4:30 PM
(children are supervised between 2:40 when school ends and 3:00, when tutoring begins. Children may not leave the school building during this time)

MONDAY AND WEDNESDAY AT THE YMCA: 6:00 PM to 7:30 PM

ALL OTHER TUTORING TIMES REMAIN THE SAME

TUESDAY AT THE YWCA: 4:00 PM to 6:00 PM
THURSDAY AT THE YWCA: 4:00 PM to 5:30 PM

SATURDAY AT THE MIDDLE SCHOOL: 9:00 AM to Noon

IF YOU ARE NOT SURE ABOUT YOUR CHILD'S TUTORING SCHEDULE, CALL MIKE JONES OR ANNE GALLEW AT THE MIDDLE SCHOOL (970-6665)

-OVER-

PERMISSION TO LEAVE TUTORING EARLY

When children "sign-in" for a tutoring session, they are not allowed to leave until the end of the session **UNLESS THEY HAVE A NOTE FROM A PARENT OR GUARDIAN.**

If your child must leave tutoring early, please be sure to send a note so that the tutor will know when you want your child to leave.

Children must leave the building at the end of the tutoring session. We encourage children to walk home directly after tutoring unless they are waiting for a ride from you. Children who are expecting a ride home, must wait outside the building.

PHYSICAL ACTIVITIES

Sometimes, a few minutes of physical activity can help children to pay more attention to their school work.

For example, some tutors supervise children doing some stretching exercises before tutoring begins. At some tutoring sites, tutors supervise children for a few minutes of physical activity (such as basketball) at the end of tutoring. This gives the children something to look forward to.

If you do not want your child to participate in any kind of physical activity, please call **MIKE JONES OR ANNE GALLEW AT THE MIDDLE SCHOOL (970-6665)**

PARTY ON JUNE 5

The children and tutors have been working hard. We want to celebrate the progress that we have made together.

All children who participate in the Tutoring Program are invited to a party **AT THE POTTSTOWN MIDDLE SCHOOL ON WEDNESDAY, JUNE 5 FROM 3:00 PM TO 6:00 PM.**

Children, tutors, and teachers will share a meal (such as pizza). We'll celebrate your child's hard work and success!

WE HOPE THAT YOUR CHILD CAN COME!

We're glad that your child is part of the program. We enjoy working with your child.

If you have any questions about the Tutoring Program, please call **ANNE GALLEW OR MIKE JONES AT THE MIDDLE SCHOOL (970-6665)**

Sincerely,

Mary Mazzoni

APPENDIX D

POSTCARDS TO PARENTS

DEAR PARENT/GUARDIAN:

WE ARE GLAD THAT _____

CAME TO THE MIDDLE SCHOOL TUTORING PROGRAM ON

_____. IT'S GREAT TO SEE THAT YOUR CHILD WANTS TO DO WELL IN SCHOOL. WE'RE GLAD THAT YOUR CHILD IS IN THE TUTORING PROGRAM!

DEAR PARENT/GUARDIAN:

WE ARE SORRY THAT_____

DID NOT ATTEND THE MIDDLE SCHOOL TUTORING PROGRAM ON

_____. WE HOPE THAT YOUR CHILD CAN COME TO THE TUTORING PROGRAM NEXT_____. YOUR CHILD CAN DO WELL IN SCHOOL. WE ENJOY WORKING WITH YOUR CHILD.

PENNSTATE

POTTSTOWN
SCHOOL DISTRICT

WORKING TOGETHER,

LEARNING TOGETHER

THE POTTSTOWN MIDDLE SCHOOL TUTORING PROGRAM

TUTOR HANDBOOK

TUTOR HANDBOOK

TABLE OF CONTENTS

Introduction..... 1

What You Should Expect Each Session..... 1-3

What To Do If You Must Be Absent..... 3

Tutoring Sites and Hours..... 3

General Rules for Students..... 4

When You Ask a Child To Leave Due To Misbehavior..... 4

Attendance Postcards to Parents..... 5

When Students Wish to Leave Tutoring Early..... 5

Physical Activity for Students..... 6

Student Homework Books..... 6

If a Student Needs Special Assistance 6

Conclusion 7

INTRODUCTION

Penn State Berks Campus, the Pottstown YWCA and YMCA, the Tri-County Chamber of Commerce, and the Pottstown School District WELCOME YOU to the Pottstown Middle School Tutoring Program!

As a tutor, you will make a real difference in the lives of Pottstown middle school chidren. You'll be helping them to succeed in school, and helping them to believe in themselves. Each week they will look forward to their time with you.

We will all have an exciting year- working together and learning together!

WHAT YOU SHOULD EXPECT EACH SESSION

1.) Each week, you will be assigned to the same three students. This will help you to establish a relationship with each student. The students will come to trust that you will be there for them each week. This will be very important to students in building their self-confidence and study habits.

2.) Anne Gallew, tutor coordinator, will be on-site at each tutoring session to provide any help or advice you may need.

3.) Each tutoring session will last two hours for the tutors, and 1 1/2 hours for students. (Saturdays will be a 3 hour session for tutors; 2 1/2 hour session for students.)

4.) During the last 1/2 hour, the tutors and tutor coordinator will meet to develop strategies to improve tutoring sessions. We will also do record keeping and fill out attendance postcards to parents.

5.) During the tutoring sessions, you will encourage students to complete their homework and study for tests. You should also assist the students with any other assignments (such as reports) with which they may need help.

6.) While assisting students with their school work, it is important that you encourage positive study skills and habits. The children may ask you to find the answer for them - but you're there to help them learn how to find it themselves.

Many of these students desperately need to learn how to study and how to find information in a text. They're silently crying out "HELP ME!". Our job is not merely to help them pass a test or complete an assignment- we want to give them study skills that can last a lifetime.

7.) We must try to show these students that LEARNING CAN BE FUN! Please try to keep in mind that every child is different. You'll be learning many different tutoring techniques, and you'll learn which techniques are most appropriate for individual students.

We have a variety of educational games that can help make learning enjoyable. A sense of humor helps a lot, too!

8.) The most important thing you can do for the children is to help them believe in themselves. Many of these children are "put down" - they don't believe they can succeed. They need an adult who believes in them; they need to be "caught doing things right". You will soon be amazed at how bright all of these children are - but they don't believe it. When they know that you believe in them, the students will be eager to come to tutoring and do their best- because YOU CARE!

9.) Discipline is always a challenge! Many students will try to "get over on you" because you are new, and you're not a "regular" teacher. It's imperative for you to establish a relationship with your students from the very first day; you need to establish your authority.

Think for a moment. How do you treat your own children? You respect them as worthwhile individuals, and you treat them with empathy. You also expect them to treat you with respect, and you consistently enforce rules of behavior. Treat these children in the same way. Discipline is a way to show you care about the student.

Talk to Anne Gallew (tutor coordinator) at any time if you have questions or concerns about discipline.

10.) Sometimes students will tell you negative things about their teachers or families. You may truly empathize with the children when it seems they have been treated unfairly.

IT IS IMPORTANT THAT YOU DO <u>NOT</u> CRITICIZE THE CHILD'S PARENTS OR TEACHERS IN THE CHILD'S PRESENCE.

If a child has a complaint about a teacher- try to show the child how s/he can succeed in the class - but avoid making a comment about the teacher. We all have teachers or supervisors with whom we have difficulty. We want to show the students how they can succeed - we don't want to "feed in" to their complaints about teachers.

If you're concerned about something a child tells you - inform the tutor coordinator.

NEVER SHARE INFORMATION ABOUT A CHILD WITH SOMEONE OUTSIDE THE PROGRAM. NEVER SPEAK ABOUT A CHILD IN THE PRESENCE OF ANOTHER CHILD.

WHAT TO DO IF YOU ARE ABSENT

Remember, each student is counting on you every week. If an emergency arises and you cannot attend a tutoring session, it is imperative that you call Anne Gallew (tutor coordinator) so that other arrangements can be made. Please call Anne at work or at home by the day <u>before</u> you will be absent, if possible. If you must miss a Saturday morning session - please call Anne <u>two days before</u> so that she can make arrangements.

You should call Anne at the tutoring site only when a last-minute emergency comes up.

PHONE NUMBERS

<u>Anne Gallew</u>
Home (please leave message on machine if not home)..... 970-1519
Work (Edgewood Elementary School 8:30 AM to 3:00 PM)..... 970-6635

Pottstown Middle School..... 970-6665
YWCA 323-1888
YMCA..... 323 7300

TUTORING SITES AND HOURS

All students attending the tutoring program will be assigned to one of the following sites. Tutors should report to their designated site by the time listed below.

MONDAYS AND WEDNESDAYS	YWCA	4:00pm - 6:00pm
MONDAYS AND WEDNESDAYS	YMCA	6:00pm - 8:00pm
TUESDAYS AND THURSDAYS	MIDDLE SCHOOL	6:00pm - 8:00pm
SATURDAYS	MIDDLE SCHOOL	9:00am - NOON

GENERAL RULES FOR STUDENTS AT ALL SITES

1.) Students should go to the bathroom and locker BEFORE entering the assigned tutoring room. They should not plan to go again before leaving for home.

2.) Students should not bring snacks .

3.) Students should speak in a conversational tone (no shouting, please).

4.) Students should NOT touch ANY materials, computers, or anything else that belongs to the tutoring sites. Students should ask you if they need supplies or materials.

5.) Students should bring a signed note from home if they plan to leave tutoring early.

6.) Students should come prepared. They are expected to bring their Homework Book and any texts or assignments they need. Students will be charged with an unexcused absence if they come to tutoring without their Homework Book.

7.) Students are expected to attend to the task at hand. If a student is disruptive or requires repeated reminders to attend to task, you should ask him/her to leave.

WHEN YOU ASK A CHILD TO LEAVE EARLY DUE TO MISBEHAVIOR

The first time you ask a student to leave because of misbehavior, you should:
1.) Give the student a written Warning Notice
2.) Notify the tutor coordinator, who will make a copy of the warning notice and escort the student from the building.

If the student is asked to leave the program a second time due to misbehavior, the student will be suspended from the program, and put on the program waiting list. In this case, you should:
1.) Give the student a written Suspension Notice
2.) Notify the tutor coordinator, who will make a copy of the suspension notice and escort the student from the building.

STUDENT ATTENDANCE

Students are expected to attend all scheduled tutoring sessions. Be sure that the students sign the attendance sheet at the beginning of each session.

STUDENTS WHO HAVE FOUR CONSECUTIVE UNEXCUSED ABSENCES WILL BE PUT ON THE PROGRAM WAITING LIST.

An absence is considered unexcused if:

1.) the child attended school but missed tutoring AND
2.) the parent or guardian does not provide a written note
3.) STUDENTS WILL ALSO BE CHARGED WITH AN UNEXCUSED ABSENCE IF THEY COME TO TUTORING BUT DO NOT BRING THEIR HOMEWORK BOOK.

If attendance is inconsistent, the tutor coordinator will contact the child's parents or guardian to discuss the situation. If the child's attendance continues to be inconsistent, s/he will be put on the program waiting list.

WHEN STUDENTS WISH TO LEAVE TUTORING EARLY

Students must bring you a note signed by their parent or guardian if they wish to leave the tutoring session early. You should not permit them to leave early without a signed note. Notify the tutor coordinator if a child without a permission slip wishes to leave early.

PHYSICAL ACTIVITIES FOR STUDENTS

Sometimes, a few minutes of physical activity can help the students concentrate better on their school work.

For example, some tutors might supervise the students doing some stretching exercises before the class begins. Talk to the tutor coordinator if you'd like to do some physical activity with students. Parents will notify the tutor coordinator if they don't want their child to participate in physical activity.

STUDENT HOMEWORK BOOKS

Student Homework Books are new to students at the Middle School this year. The Homework Books are an excellent way for the students to keep track of their assignments.

1.) STUDENTS MUST BRING HOMEWORK BOOKS TO TUTORING SESSIONS! You should charge students with an unexcused absence if they come to tutoring without their Homework Book.

2.) You should initial in each Homework Book all homework that has been completed in the tutoring class.

3.) There is a section in the Homework Book entitled "Comments" (at the bottom of the page for each week). You can write comments to teachers in this section of the Homework Book. It's a great way to keep in touch with the children's teachers.

4.) The Homework Book is also a way for us to know if the students are handing in their homework consistently.

We will develop a policy of providing rewards (such as YMCA day passes) when students submit all of their assignments for a given week.

IF A STUDENT NEEDS SPECIAL ASSISTANCE

1.) If a student with whom you work seems to need help that the tutoring program cannot provide, notify the tutor coordinator. Remember, your role is to help the child with studying and school work. The tutor coordinator can make the child and/or family aware of where they can go to receive other kinds of help.

2.) Sometimes, children who are not officialy enrolled in the program may need short-term tutoring help. These students may request to attend sessions for special help by putting a note in the Tutoring Mail Box located in the middle school office. The tutor coordinator will get in touch with the child as soon as possible to make tutoring arrangements. Students can also be referred to the program by a classroom teacher.

CONCLUSION

All of us - children and tutors alike - have more to contribute than we realize. As we work together - we will learn together - and that's the definition of success!

Whenever you have questions or concerns, please call Anne Gallew (tutor coordinator) - she's here to help.

Anne Gallew: home- 970-1519
work- 970-6635 (Edgewood Elem. School 8:00PM - 3:30PM)

Please know that your suggestions are important to everyone in the program. When you have ideas - please share them - with Anne, your fellow tutors, and the course instructor. Your ideas will make a difference!

IT'S GOING TO BE A GREAT YEAR -

WE'RE GLAD THAT YOU'RE PART OF THE TEAM!

APPENDIX E

WORKING TOGETHER
LEARNING TOGETHER

POTTSTOWN MIDDLE SCHOOL
TUTORING PROGRAM

STUDENT HANDBOOK

TABLE OF CONTENTS

Introduction.....Page 1

Tutoring Sites and Hours.....Page 1

General Rules for all Sites.....Page 1

Special Middle School Rule.....Page 1,2

Attendance.....Page 2

Leaving Tutoring Early.....Page 2

Post Cards.....Page 2

Physical Activities.....Page 2

Student Homework Books.....Page 3

Conclusion.....Page 3

INTRODUCTION

Welcome to the Pottstown Middle School Tutoring Program! We are very glad that you will be participating this year. Our tutors are very anxious to share new and exciting ideas with you. We will all have an exciting year - working together and learning together!

TUTORING SITES AND HOURS

All students attending the tutoring program will be assigned to one of the following sites. Students should report to their designated site by the time listed below.

Mondays and Wednesdays	YWCA	4:00 - 5:30p.m.
Mondays and Wednesdays	YMCA	6:00 - 7:30p.m.
Tuesdays and Thursdays	Pottstown Middle Sch.	3:00 - 4:30p.m.
Saturdays	Pottstown Middle Sch.	9:00 -11:30p.m.

GENERAL RULES FOR ALL SITES

1. You must go to the bathroom and your locker BEFORE entering your assigned tutoring room. You should not plan to go again before you leave for home.

2. Don't bring snacks, or sodas to tutoring.

3. Speak in a conversational tone during tutoring (no shouting please.)

4. Don't touch materials or computers in the tutoring room. Remember we're guests in these rooms. ASK YOUR TUTOR if you need materials.

5. You should come prepared. You are expected to bring your Homework Book and any books or assignments you need. You will be charged with an unexcused absence if you do not bring your Homework Book.

6. A student who is not working seriously may be asked to leave. You will be given a WARNING notice. If asked to leave the program a second time because of misbehavior, you will be SUSPENDED from the program and put on the waiting list. This means you may not attend the program until notified by the Tutor Coordinator.

ATTENDANCE

We expect that you'll attend all your tutoring sessions. If you are present for school, but absent for tutoring, YOU MUST BRING A SIGNED EXCUSE FROM YOUR PARENT OR GUARDIAN. Otherwise - this will be an unexcused absence. You will also have an unexcused absence if you come to tutoring without your Homework Book.

If you have FOUR UNEXCUSED ABSENCES IN A ROW, you will be put on the program waiting list, and another student will have a turn to come to tutoring.

If there are too many inconsistencies with your attendance, the Tutor Coordinator will call your parents to discuss this situation.

POST CARDS

We are very concerned when you miss a tutoring session. We'll be sending postcards to let your family know when you have attended or missed tutoring.

LEAVING TUTORING EARLY

If you plan to leave the program early, you must bring a signed note from your parent or legal guardian. You will not be permitted to leave the program early for any reason without a signed note.

PHYSICAL ACTIVITIES

Sometimes, a few minutes of physical activity will help you to concentrate on your school work.

For example, some tutors will supervise the students by doing some stretching excercises before tutoring begins. At some sites, the tutors might supervise the students for a few minutes of physical activity, such as basketball, at the end of tutoring. This will give you, the student something to look forward to.

If your parents do not want you to participate in any kind of physical activity, please have them call Anne Gallew at the Middle School (970-6665).

STUDENT HOMEWORK BOOKS

A. BRING HOMEWORK BOOKS TO TUTORING!

1. Students must bring Homework Books to tutoring. If you do not, you will be charged with an unexcused absence.

2. Tutors will initial in your Homework Book all homework completed during the tutoring session.

3. Tutors will make comments as necessary to your teachers in your homework books.

4. We will develop a policy of providing rewards (such as YMCA day passes) when you submit all of your assignments for a given week.

CONCLUSION

All of us - children and tutors alike - have more to contribute than we realize. As we work together, we will learn together - and that's the definition of success!

If you and/or your parents have questions, please contact the Tutor Coordinator. Anne Gallew: Edgewood Elementary School (8:15 - 3:30) or Pottstown Middle School 970-6665.

It's going to be a great year - We're glad that you're part of the team!

APPENDIX F

YWCA

PENNSTATE

POTTSTOWN SCHOOL DISTRI

THE POTTSTOWN MIDDLE SCHOOL TUTORING PROGRAM

WORKING TOGETHER,

LEARNING TOGETHER

CELEBRATION!

JUNE 15, 1994

THANKS TO THE SPONSORS OF OUR CELEBRATION!

DOMINO'S PIZZA ON SOUTH HANOVER STREET

HAS DONATED MORE THAN HALF OF THE PIZZAS FOR OUR PARTY.

Francine Laurusevage
Head Manager

98 South Hanover Street
Pottstown, PA 19464

970-2200

McDONALDS ON HIGH STREET

HAS DONATED ORANGE DRINK AND CUPS FOR OUR CELEBRATION

Marcia Graham
Bruce Graham
Owner/Operators
Office (215) 987-8027

McDonald's®
1428 E. High Street
Pottstown, PA 19464
(215) 326-7694

BEST COPY AVAILABLE

THANKS TO ALL OF THE PEOPLE WHO HAVE WORKED TOGETHER THIS YEAR TO MAKE THE TUTORING PROGRAM A SUCCESS

ADVISORY BOARD

David Bender
Liane Heydt
Barry Haring
Tina Sigler
Linda Davis
George Giovanis
Sally Lee

TUTOR COORDINATOR

Ann Gallew

THE STAFF, ADMINISTRATION, AND BOARD MEMBERS OF THE PARTNERSHIP

Pottstown School District
Pottstown YWCA
Pottstown YMCA
Tri-county Chamber of Commerce
Penn State Berks Campus

GUEST SPEAKERS

Mark Garrett
Tom Cote
Tandy Draper
Detective Boyer

SPECIAL THANKS TO

Gretchen Lea -- for obtaining tickets to the Franklin Institute
Tom Cote -- for getting tutors from Sterling Winthrop, the shows and support
Mary Mazzoni -- for all her support during the development of the program -- we'll miss her

THANK YOU'S TO

The staffs at the YMCA and YWCA
Mrs. Medevitz and Mrs. Schmoyer -- secretaries at Pottstown Middle School
Mr. Peck, Mr. Davis, Ms. Salata, Mr. Gibbs, Mr. Jacoby -- Custodians at Pottstown Middle School
Mr. Luckenbill, Mrs. Drake, Mrs. Petine, Mrs. Andre, Mrs. Smith -- teachers whose rooms were used at Pottstown Middle School
Mr. Gindlesperger -- for programming our celebration sign
Parents who brought their children to the tutoring sites

WE'RE GRATEFUL TO OUR TALENTED 1993 - 1994 VOLUNTEER TUTORS

Teresa Bayshore ***
Tom Belliotti *
Jennifer Berry *
Amy Bianchi *
Carol Brinser **
Meg Britt*
Tom Cote *
Sharon Crowder *
Tandy Draper *
Bill Dupree *
Sarah Fazekas *
Jason Feather *
Erica Flagg **
Traci Fletcher *
Pearl Fulmer **
George Geiser ****
Barbara Gergle ***
Marianne Goldschmidt ***
Tom Hall *
Luther Johnson **
Jeanne Kleinert ****
Lorraine Lanyon *
Gretchen Lea ***
Debbie Long *
Melody Long *
Judy Marshall *
Pat Martinez ****
Russell McCollum *
Nikki McKim *
Karl McWherter *
Joyce Miller ****
Peggy Myers *
Grace Neiman ****
Allison O'Mahoney *
John Pestrock ****
Danielle Peverly *
Jan Popp *
Julie Rood *
Cathy Ryan *
Phyllis Speight *
Christina Vitable *
Matthew Winkle *
Tamar Woodhouse *

FLOATING AND SUBSTITUTE TUTORS

Paula Barron **
Tara Bumbarger *
David Demeter *
Donna Ellis **
David Gallew **
Mary Mazzoni ****
Gene Murray *
Cessely Nixon *
David Soto *

* Denotes number of years as a tutor

WE SALUTE
THE MIDDLE SCHOOL STUDENTS
WHO HAVE WORKED HARD TO SUCCEED IN SCHOOL!

It takes commitment to come to tutoring on a beautiful Saturday morning. It takes determination to stay for extra help after a long day at school. Congratulations to the students who have worked hard this year!

MIDDLE SCHOOL STUDENTS
Tutoring Program 1994

GRADE 6

YWCA

Brandon [illegible]
Alissa [illegible]
Jerred [illegible]
Paul [illegible]
Luis [illegible]
Derson [illegible]

Saturday - Middle School

Tommy [illegible]
Vince [illegible]
Andrea [illegible]
Heather [illegible]
LaShawn [illegible]
Adrienne [illegible]
Chezaree [illegible]
Randolph [illegible]

YMCA

Elizabeth [illegible]
Shane [illegible]
Megan [illegible]
Michael [illegible]

Tuesday/Thursday Middle School

Adam [illegible]
Edward [illegible]
Ismael [illegible]
Tim [illegible]
Jessica [illegible]
Megan [illegible]
Todd [illegible]

GRADE 7

YWCA

Terrenia [illegible]
Natalie [illegible]
Anthony [illegible]
Chauncey [illegible]

YMCA

Angela [illegible]
Christy [illegible]
Amber [illegible]
Frank [illegible]
Chris [illegible]
Ashley [illegible]

Saturday - Middle School

Steffan
James
Shawn
Ernest

Tuesday/Thursday - Middle School

Erica
Michael
Jessie
Andy
Thane
Laura
Correy
Tyrell

GRADE 8

YWCA

Krista
Barry

YMCA

Tuesday/Thuraday - Middle School

Joshua
Robert
Tara
Komala
Robert
Jason

Saturday - Middle School

Albert
Tabitha

1993 - 1994 Field Trips

Reading Museum and Pagoda
Longwood Gardens
Franklin Institute

BEST WISHES TO:

Marianne Goldschmidt -- on her wedding on June 18, 1994
Matthew -- on his graduation from O. J. Roberts High School

POTTSTOWN
SCHOOL DISTRICT

"WORKING TOGETHER/LEARNING TOGETHER"

THE POTTSTOWN MIDDLE SCHOOL TUTORING PROGRAM

is grateful to

for Outstanding Dedication and Service to Pottstown Middle School Students.

_____ _____

Program Coordinator *Date*

PENNSTATE

YWCA

APPENDIX F

POTTSTOWN
SCHOOL DISTRICT

"WORKING TOGETHER/LEARNING TOGETHER"

THE POTTSTOWN MIDDLE SCHOOL TUTORING PROGRAM

salutes

for working hard to succeed in school.

_____ _____

Program Coordinator *Date*

PENNSTATE

YWCA